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Abstract

This report, designed specifically for school executives and board of education members, contains information about teacher recruitment. According to the U.S. Office of Education, the nation's teacher preparation institutions now turn out about 145,000 graduates annually, but the need for additional teachers is about 196,660 per year. This major supply-demand discrepancy causes school administrators and boards of education to be increasingly recruitment conscious. This report contains data from selected school districts and university placement offices on such topics as reasons for increasing recruiting, campus recruiting, and recruiting costs. The concluding chapter envisions computers as an integral part of the placement operation 10 years from now. (MF)

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The Big Talent Hunt

How Leading Public School Districts Recruit Teachers

An EDUCATION U.S.A. Management and Policy Report
Prepared for School Administrators and School Board Members

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Contents

Page

The Grand Safari 5
Why fast-growth and quality-conscious school systems are stepping up their recruiting operations. • Who are the recruiters? • Why inner-city and Negro teachers are hard to recruit. • Teacher negotiations, a new recruitment obstacle. • What are the newest recruitment lures?

Teacher Recruiting's Sights and Sounds 12
What's behind the sudden growth of posters, leaflets? • Are fancy full-color photos necessary? • Some recruiters abandon audio-visuals. • How important is paid advertising?

On the Road 20
When is the best time to do campus recruiting? • Use principals and teachers as recruiters? • Some new campus problems to confront the recruiter. • What placement officers say about recruiters.

Recruiting on Home Grounds 26
How to cut down on the cost of recruiting • Are too many recruiters spending too much time on too many interviews? • Are high school student disruptions hard on recruiting?

What Does Recruiting Cost? 29
Is it $5, $50, $500, or $1,000? • Why most school districts don't know recruiting costs. • The built-in costs of recruiting point to an upward spiral.

A Look into the Future 31
How to recruit from the desk with the computer and phono-vision. • One pilot computer operation already in use. • What to do until the computer arrives.

A Management and Policy Report

by the Editors of *Education U.S.A.*

You have in your hands an entirely new kind of report in the field of public school administration. It is designed specifically for school executives and board of education members to meet their special needs for in-depth information about ways in which current, pressing problems are being faced by school districts over the country. This is another innovation in educational journalism by the editors of *Education U.S.A.*, arising out of present-day requirements by those in positions of top responsibility to obtain accurate, succinct field action reports—information not easily obtainable. The editors and their correspondents observe the same high standards established for *Education U.S.A., Washington Monitor,* Special Reports, and *The Shape of Education.*

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Akron, Ohio; Beaverton, Oregon; Bellingham, Washington; Beverly Hills, California; Birmingham, Michigan; Cleveland, Ohio; Cincinnati, Ohio; Denver, Colorado; East Orange, New Jersey; East Whittier City School District, Whittier, California; Fairfax County Schools, Fairfax, Virginia; Ferguson-Florissant School District, Ferguson, Missouri; Green Bay, Wisconsin; Indianapolis, Indiana; Los Angeles, California; Memphis, Tennessee; Montgomery County Schools, Rockville, Maryland; Newark Special School District, Newark, Delaware; Omaha, Nebraska; Parma, Ohio; Placentia, California; Port Huron, Michigan; Portland, Oregon; San Diego, California; Simi, California; Torrance, California; Warren, Michigan.

Ball State University, Muncie, Indiana; Bowling Green State University, Bowling Green, Ohio; Indiana University, Bloomington, Indiana; Michigan State University, East Lansing, Michigan; Temple University, Philadelphia, Pennsylvania; University of California at Santa Barbara, California; University of Kansas, Lawrence, Kansas; University of Miami, Coral Gables, Florida; and University of Tennessee, Knoxville, Tennessee.

The Grand Safari

The superintendent of a medium-sized city school district has decided that his system must join the hunters. Because a state university is located nearby, the school system has never had to be concerned about a continuing flow of applicants for teaching positions. "I've had that uneasy feeling for a couple of years now," said the administrator. "We're simply not getting a look at the best material any more. Let's face it! The top candidates don't go hunting. If we want a chance at quality, we're going to have to go hunting for them."

Thus, for the same reason that hundreds of other school districts have been on the prowl for years, one more system this year has joined the great recruiting safari of American public education. Although recruiting planning and some related activities stretch around much of the calendar, the great hunt becomes in greatest evidence shortly after the Christmas holidays.

Each year there are on the road more recruiters who work harder to carry out more intensive operations than in the previous year. According to the U.S. Office of Education (USOE), the nation's teacher preparation institutions now turn out an annual crop of about 145,000 bachelor and master degree graduates, composing the largest talent pool in the world.

But there is not enough talent to go around. USOE estimates the need for additional teachers in the nation's classrooms to be about 196,660 per year. This major supply-demand discrepancy causes quality-conscious school administrators and boards of education to be increasingly recruitment-conscious.

Where the teacher recruiter goes, for how long, and to how many colleges and other school systems are determined by many factors, not the least of which is what kind of numbers express the school district's growth and turnover. On the surface, at least, finding the 39 teachers which the Beverly Hills (Calif.) Unified School District must have in 1969-70 requires a very different type of recruitment effort from that of finding the 1,000 new teachers needed in Cleveland, Ohio.

For example, William Jenkins, administrative assistant to the superintendent, admits frankly that Beverly Hills' "favorable position" makes the system an exception, because "the majority of candidates come to us rather than the other way around." But Beverly Hills still recruits because, he said, the system is "extremely selective."

In Cleveland, by contrast, Darian Smith, the assistant superintendent for personnel, and his staff annually retrace much of the 1967-68 drive covering 220 universities in 40 states, culling more than 10,000 applications and interviewing personally 3,000 candidates. Along with the basic trips, said Smith, emphasis is placed on a "more intensive concentration of recruitment effort directed at those universities from which we have recruited the greatest number in the past four years."

The continental United States is the recruiting territory for the Los Angeles City Schools which look for teachers in 48 states, on 500 campuses, with approximately 50 personnel men on the job, according to Charles L. Huddleston, head supervisor. This effort is needed to provide 2,700 new elementary and 2,000 new secondary teachers needed for a year.

The rest of the nation's systems lie in between the vast needs of the big urban school districts and the pick-and-choose advantage of the top-drawer suburban systems. One trend is clear, however, regardless of size or geographical location: more recruiters, more campuses, more states. Typical of the increased range of the current recruiting effort, Assistant Superintendent Paul B. Koch of the Ferguson-Florissant School District (St. Louis County, Mo.) expects in 1969 to expand beyond the previous list of 50 campuses in seven states. "We will broaden the area in which we recruit and visit more schools on the schedule," he said.

About 1,400 staff vacancies will await new personnel in the Montgomery County (Md.) Public Schools in 1969-70, demanding recruitment efforts at 142 colleges in 26 states, according to I. Edward Andrews, director of professional personnel. Although he admits that in the future he may be "a little more selective" about the number of colleges contacted, Andrews reports that during one recruitment drive 5,030 applicants were interviewed to fill 1,200 vacancies.

The scope of the Montgomery County recruitment effort, seemingly, is not unusual among the big school districts of the Washington, D.C., complex. In nearby Fairfax County (Va.) Public Schools, Mrs. Barbara McBride, assistant personnel director, fans out with other personnel administrators in an area roughly east of Illinois to pick up the 1,500 new teachers which the suburban district needs annually. Closer cooperation with "colleges and universities in our general area will help make our efforts more effective," Mrs. McBride feels. For the school district's part, there has been a concerted effort to make the "in the field phase of teacher recruiting coincide more closely with schedules of colleges and universities in our general area," she said.

There are variables in the recruitment numbers game which seem to be affected to a great extent by the selectivity and good fortune of the school district. For example, the Bellingham (Wash.) Public Schools recently were required to fill 30 elementary and 10 secondary school vacancies. To accomplish this objective, Assistant Superintendent Richard L. Green reported that the school district held 206 interviews (from 307 applications) on six campuses, largely within Washington. "Extensive interviewing was also done in other school districts," he added.

Staff Investment

Clearly, the far-ranging scope of many school district recruitment programs involves a large investment in school district personnel expense. For a majority of the nation's larger public school systems, keeping the classrooms filled with teachers is not a part-time job.

Within the big systems, recruitment philosophy seems to be sharply divided about who are the most effective recruiters. Some believe the job should be handled solely by full-time personnel men while others operate from a nucleus of central office staff members supplemented by various types of education and classroom personnel. At Memphis, Tennessee, for example, 12 staff members from the personnel department do virtually all the recruiting, according to Assistant Superintendent Lee C. Thompson. "To a limited degree," he said, "principals may be used."

This emphasis on the professional recruiter is seconded by Mrs. McBride who reports that, in 1967-68, Fairfax County used solely the services of eight personnel staffers. The need for expansion of the recruiting effort, however, and "to reduce the out-of-office time" will force the school district into the inclusion of additional staff members.

Dependence upon other staff members (largely principals) in the recruitment effort apparently is widespread, and forms the backbone of the Ferguson-Florissant drive. According to Koch, 29 principals and assistant principals are used to augment the central office staff of assistant superintendents and directors of elementary and secondary curriculum.

Some recruiting operations are now so large that work in the field requires con-

siderable administrative coordination and direction in order to maintain effectiveness. Harold Stetzler, who directs elementary school personnel services for the Denver, Colorado, schools, reports that out-of-state trips for top personnel administrators are now kept at a minimum for better coordination of the recruitment effort. Denver has 26 persons involved in its operation which includes about 3,000 interviews at universities in 22 states.

Practices in smaller school systems vary widely. On the one hand, the Placentia (Calif.) Unified School District uses 15 staffers for the recruitment program, which, according to Charles Palmer, director of personnel, also includes many principals "on part-time or one-shot basis." More nearly typical is the Green Bay (Wis.) practice of utilizing five central office staff members, according to Assistant Superintendent Reynold A. Swanson. Those who do the recruiting are the obvious top-level personnel: superintendent, assistant superintendent (instruction), elementary and secondary education directors, and the director of special education.

Standard in numbers, but less typical in category, is the Port Huron (Mich.) approach which utilizes seven recruiters, but includes members of the school district's placement bureau and principals on a part-time basis, according to Robert C. Sloan, executive director of personnel administration.

On the Campus

The heightened activity which characterizes school district recruitment also is felt at the other end by the university and college placement bureaus which generally report increased attention from school districts each year.

Almost annually the number of school system contacts goes up, according to Bowling Green State University's James L. Galloway, in spite of an already astronomical 92,000 mail and phone inquiries which were handled in 1967-68. Galloway said that in a typical recent year 684 school districts sent recruiters to the Ohio campus to seek out the 1,250 teacher graduates.

Bowling Green's experience is not unusual among the universities which constitute the nation's Midwest teacher breadbasket. In neighboring Indiana, both Ball State University and Indiana University report an upsurge trend yearly. Both universities, which between them handled a staggering 125,000 inquiries in 1967-68, played host to about 1,000 school district recruiters vying for their combined 1,800 graduates. The pressure is so great that Ball State's Charles R. McNaughton would like to have recruiters schedule their visits one year in advance.

Much the same picture appears at Michigan State University which graduates about 2,400 new teachers yearly. Patrick Scheetz, MSU placement bureau officer, reported that, in 1967-68, 40,000 mail and phone inquiries resulted in about 3,300 interviews, conducted by 342 recruiters. As the senior classes expand, Scheetz anticipates accelerated recruitment activity, along with increased pressure from additional teacher alumni who will be seeking new employment.

Strong competitive recruiting is also evident at the University of Kansas, where Herold Regier, director, education placement bureau, reported that 225 recruiters arrive to cultivate the university's 540 teacher graduates. Regier, too, expects an annual increase in recruitment due to "contacts by districts that did not visit our campus" in past years. "Each year," he said, "the number of recruiters increases."

Not all universities in the nation are subjected to the high pressure competition of the Midwest. At the University of Miami, for example, in 1967-68 only 28 school district recruiters showed up to compete for the university's 517 graduates. Only "a slight increase" is expected annually, according to Ben E. David, associate director of career planning and placement. The same story is true at the University of Tennessee, where Evelyn Bales, placement assistant, reports that 82 school districts held 702 interviews for 438 graduates.

A clear contrast of where the recruiting action is shows up in two seaboard universi-

ties, the University of California at Santa Barbara and Temple University in Philadelphia. Both graduate teacher education classes of about the same size (560 and 800). At UCSB, on the one hand, E. L. Chalberg, placement office manager, reports that 112 school system recruiters were on hand while Temple logged only 50 for its higher number of candidates. However, Temple's placement director, William C. Gutman, does foresee "more activity in all areas" in the future.

Problems and Obstacles

Year-to-year adjustments in the physical handling of school system recruitment, both on campus and off, seem to be dictated by the variables which occur in university and school district programs and needs.

Changes in the recruitment calendar, staff involvement, and scope of the job many times are influenced by curriculum expansion or inclusion of new students through kindergarten or post high school programs. At Fairfax County, for example, a more than twofold recruiting staff increase (from eight to 20) in one year was necessitated by a new kindergarten program for 8,000 additional students which required 170 teachers.

This kind of one-shot recruiting crisis merely accentuates the problems which all public school system recruiters face in dealing with traditionally short-supplied curriculum areas. From coast to coast, school districts report a severe paucity of special education teachers, industrial arts teachers, math and music teachers, and librarians.

Arrival of the computer era has added a few new wrinkles to the traditional areas of teacher shortage. At Parma (Ohio) City Schools, for example, Assistant Superintendent Arch S. Brown is laboring with the complexities of vocational teacher recruitment. "Our greatest problem here has been to locate individuals with a vocational background who still would be acceptable as classroom teachers, and to be able to pay these individuals a salary that would enable them to leave industry and come into the educational program," he said. An esoteric field shortage, but one vital to the success of Parma's vocational program, is a need for a data accounting teacher, Brown said. Teachers knowledgeable about data processing procedures "are able to command salaries in industry in excess of $12,000 a year," he said.

Added to the recruitment headaches created by subject area shortages (which except for the labels are time-honored) are the new ones of the 1970's: urbanization, teacher unrest, the inclusion of minority group teachers, and the complications of increased federal and state regulations.

One of the most serious roadblocks for urban recruiters is partly psychological. "It is the image and fear of inner-city schools," reports Paul Turnquist, assistant superintendent of personnel for the Omaha (Nebr.) Public Schools. The same obstacle holds true for East Orange (N.J.) teachers, reports Superintendent Robert H. Seitzer, who says that candidates must be "convinced that teaching in an urban community also has advantages."

One large Midwestern city exerts most of its recruitment effort on the inner-city problem. Said a spokesman: "We hope to attract from the colleges new applicants who have a positive feeling for the disadvantaged child, hopefully who have done student teaching in the inner city and who have both training and temperament to work with multi-ethnic situations." The school district, he added, has been handicapped by a bad image resulting from the court-ordered transfer of minority students to meet racial requirements.

Not the least of the problems of the big city districts is meeting sharp salary competition. Cleveland's Smith describes his most difficult problem as the "higher beginning salaries and fringe benefits paid by other cities." (Nationwide, the National Education Association reports very little difference among the top 10 large school districts in their economic packages.)

Part of the cause for the dearth of inner-city teachers is being placed directly on the doorstep of the colleges. Observed

Louis B. Rutan, assistant superintendent for personnel administration, Indianapolis Public Schools: "Not a sufficient number of college seniors are being placed in disadvantaged areas for their student teaching." This view is seconded by Cleveland's Darian Smith, who sees some new approaches being attempted on the college level.

Perhaps a little more of the Peace Corps spirit is needed on campus, reports Green Bay's Swanson, who has experienced "extreme difficulty in finding people interested in the innovative program we have." However, Swanson feels that some headway is being made in this area. "I think colleges are doing something about stimulating interest in innovation among teacher candidates," so perhaps "the problem won't be as bad" in the future.

Another specter which seems to dog urban recruiters is that of housing and transportation. In Indianapolis, Rutan reports, among the most serious recruiting obstacles are the problems of "convenience of location (of the schools) and transportation to and from desirable housing in the elementary teaching areas."

Pinning down accurate estimates of staff needs and then scheduling campus visits at the right time are crucial problems, according to Lester G. Wahrenbrock, San Diego's director of certificated employment. Said Wahrenbrock: "The most difficult problem which any district faces involves scheduling and trying to be on the right campus at the right time." He continued: "Unless there are unlimited funds for this purpose, there is usually some conflict in scheduling between those schools on quarter system, semester, or tri-semester plans."

Economic factors other than the competition over beginning salaries now confront some recruiters. Typical of many Michigan school districts which now operate under master contracts with teaching personnel, Birmingham Public Schools anticipate a hang-up in teacher recruiting during the years of contract negotiations. Assistant Superintendent Kenneth F. Nagley fully expects that "candidates will delay decisions in accepting assignments until they have some indication about salary, fringe benefits, and general conditions of service."

"The high cost of living in the Washington area is one of our most difficult obstacles," according to Montgomery County's Andrews. "We keep our salaries competitive with other local school systems, but the cost of living problem will deter some applicants we'd like to have."

Shortages of teachers by sex and race classifications also plague teacher recruiters. Cited frequently is the need for more male elementary teachers. "Male elementary teachers are the most difficult to find, even to interview," reports Koch. "We saw only two last year." And at Bellingham, Richard Green has found "an extreme shortage of qualified administrators at all levels."

The Minority Groups

School districts of the nation are now conducting intensive recruiting efforts among minority group teachers. These efforts have been building in importance during the decade of the 1960's.

Predominately Negro colleges in the Deep South, which failed to rate Northern recruiter itineraries until the mid-1960's, are now covered routinely. The Birmingham, Michigan, schools, for example, interview candidates in four Negro colleges in order to stimulate interest in the school system. According to Nagley, the district would "like to appoint more professionals from minority races, with specific reference to Negro teachers." Thus far, he added, "we have met with very little success in receiving their applications for positions in our district and I do not look for this situation to improve."

West Coast school districts, especially, seem to have difficulty recruiting Negro classroom teachers, probably largely because of their geographic isolation from the main sources of Negro teacher supply. Both Beverly Hills and Beaverton (Oreg.) schools have become "more active in seeking" minority representatives, apparently without much success. Portland (Oreg.) Public Schools also report that a 1967-68 recruiting

drive for the first time into the Deep South tended to be a washout. "Few candidates were well qualified, and/or interested in moving this far," according to Ralph Rands, administrator of personnel.

Yet even in areas of large Negro concentrations, there is also a shortage. Montgomery County's Andrews has cited one of his most difficult recruiting problems as the location of "qualified Negroes for teaching and administrative positions." Obviously, that fairly rare commodity, the Negro administrator, will more likely be found in school districts with a longer history of integrated staff. Those districts which have moved lately into minority group employment are caught up in an almost hopeless search. At least one solution is offered at Akron, Ohio, where the traditional practice of competitive selection of administrators from within the district has eliminated the search for the Negro principal and supervisor. "This is not a major problem when the staff is already 12 to 14 percent Negro," said D. Eugene Dominic, director of staff personnel.

New Wrinkles

Public school recruitment programs these days are undergoing change and refinement. Occasionally changes are made to accommodate specific problems within the school district, but most often the competition-conscious recruiter is seeking new and better ways to do an old job.

For some school districts it is the expansion of the effort into new territory. For other, it is a fundamental switch in approach. At Ferguson-Florissant, it was both. Reports Koch: "Last year, we opened new territories for recruitment. We went to Iowa and were extremely successful in recruiting." In addition, Koch found that young candidates were "more interested in the program of the district than even the area of salaries as such." Frankly, he said, "our program was our best sales pitch." As a result, for the foreseeable future the recruitment drive will be geared to "the opportunity for a teacher to join a professional team and be involved in developing innovative programs for instruction," Koch added.

Montgomery County recruiters experimentally were permitted in 1967-68 to offer "a one-year 5 percent salary incentive to people in areas that were approved shortage areas," Andrews said. The result for the teacher was not as large an increase the second year (which places all second-year teachers together at the proper salary step). "We believe it was an important factor in solving some of our problems," said Andrews, "but it's hard to prove. Last year we opened with 15 vacancies in mathematics; this year we had two more teachers than we needed."

Andrews says that the school district's "strongest selling point is that we are a quality suburban district that has a long history of citizen support for quality education." He had some misgivings about recruiting following a teacher strike last year. "We wondered what effect it might have, but our tentative conclusion is that it doesn't seem to make any difference as far as applicants are concerned," he said.

The collective negotiation process also can have great impact on recruiting strategies. The complication of the Michigan labor laws forced the Birmingham schools to shy away from economic specifics during the negotiation year. As a result, the district developed "two or three fact sheets that provided pertinent information about the school district" in place of a comprehensive brochure, Nagley said. While new contracts are negotiated, he added, "we emphasize programs and innovations that were adopted during the past year or two and the teachers' involvement in these programs." Said the Birmingham recruiter: "Since we do not know salaries, fringe benefits, etc. during the recruitment season, we will need to generalize in these areas."

Recruitment experiments are often more difficult for the big urban recruiter to try. Cleveland, however, succeeded recently in using several new teachers to recruit at their alma maters. It had "positive results," Smith said. Basically, however, Cleveland's current pitch is toward its "innovative pro-

grams to solve the problems of inner-city schools, opportunities for advancement, large building program, and dynamic leadership," he said.

The lure of innovation and experimental financing is also used by East Orange schools, Superintendent Seitzer said. "We have about $1 million of experimental money and a reputation for experimenting in urban education. This has a sales appeal to the kids with commitment," he said.

Where it applies, school districts sell stability and status quo. At East Whittier (Calif.) City Schools, for example, the lure is the "fact that parents are interested in children and schools. Ninety-eight percent of our parents come to parent-teacher conferences," according to Leland S. Woodward, assistant superintendent. We tell the students "we've never had a defeat in a bond or tax election, our turnover of personnel is low, and 70 percent of our teachers are tenured," he said.

For some school systems it is not so easy. In one district with a troubled history, the sales pitch is the state's extensive college and university system and the cultural and educational advantages of big city living. As one of the administrators put it privately: "We really don't have much else to sell."

Teacher Recruiting's Sights and Sounds

One of the most dramatic changes to take place in recent years in teacher recruiting is the literature. A great outpouring of materials, including the fanciest, most expensive publications of the school system, are part of the recruiting effort. The content, technical quality, and quantity of the materials are the subject of controversy and divided opinion among both recruiters and placement officers.

"The amount of recruiting literature received by placement offices creates real filing and storage problems," reported James L. Galloway of Bowling Green State University. "These brochures, leaflets, flyers, and announcements are costly and are many times lost in the thousands of such received annually." Galloway would eliminate all brochures as being too costly and generally ineffective. He would simply have each school system submit to the placement office a standard notebook containing the school district story and photos.

Galloway's suggestion is not likely to be followed. Some placement officers seem to be blessed with more filing space and bulletin boards for recruitment information than others. Those who have the space seem to happily accept the deluge.

The Minneapolis packet sent by Corydon O. Nichols, director of personnel, to placement officers, for example, contains a dozen different items, the largest of which is *Minneapolis, All American City,* a beautiful 108-page four-color pictorial book by the Minneapolis Chamber of Commerce. In addition to the recruitment brochure itself, an exceedingly modest eight-page booklet, there are annual reports of the school district and city, copies of employee newsletters, a 24-page booklet about scenic Minnesota produced by the state government, employee handbook, big broadsides which show what specific curriculum and other innovations have been adopted at each elementary and secondary school in the district, and half a dozen job applications.

A portfolio containing 18 different items is sent by the Memphis, Tennessee, schools to universities. Most of them are publications produced by the school system for employees, parents, and the general public.

Memphis also produces a campus bulletin board poster to which is attached a pack of tear-off postage-paid business reply cards. Interested students are invited to request an application and more information about the system. It is a technique used frequently by industry recruiters.

A special Memphis poster, shaped like a big red apple and announcing that "Memphis Is Coming," gives the date when Assistant Superintendent Lee C. Thompson or others among the 12 Memphis recruiters will be on the campus. Interested persons are urged to sign up for interviews. A lapel identification badge (also a red apple in shape and color) is worn by the Memphis representative on the day for interviews.

"These materials are necessary," observed Thompson, whose recuiting team last year visited 60 campuses in 14 states, a program which is being expanded. "Both routine information and material for promotional impact are essential," he said. "Different people have different reasons for being interested in something."

Sloan, of Port Huron, Michigan, believes

that school system materials are vital in trying to win the attention of students and to pave the way for the more than 1,000 interviews conducted by the Port Huron team at 43 colleges and universities.

"We have found that the placement bureaus typically have very little interest in the material which we furnish except to merely make it available to candidates," he explained. Not only must materials be colorful and arresting to gain attention, he said, but also they should contain much helpful information. "We also find that the use of regular system publications is extremely beneficial in our recruitment procedures and will continue to use them. These include staff bulletins, informational bulletins, personnel policies, master contracts, etc."

Does the material on school systems in the placement files get use? "You bet it does," said one Western placement officer. "You'd be surprised, for example, how much a teachers' handbook gets examined. The kids are sharp. They want to know whether they can be assured of that 30-minute lunch period duty free or whether there will be playground aides.

Many school systems limit their recruitment literature to a booklet and a poster. Those who follow a maximum information strategy are hopeful that the plentiful school system materials on file will eliminate many of the run-of-the-mine questions during the interview period.

"You can't tell everything in a 20- to 30-minute interview with candidates," said Paul Koch, of Ferguson-Florissant. "We feel it is better for them to talk."

Those who are waiting to be interviewed by a Ferguson recruiter (33 staff members carry out some 1,200 interviews on 50 campuses) have an opportunity to glance through high school yearbooks and a picture album of buildings, the community, and classroom scenes. At the close of an interview, the Ferguson recruiter presents the candidate with a personal copy of the district's annual report and a pamphlet describing the school system. When new teachers sign a contract they are placed immediately on a mailing list to get copies of parent and staff publications.

The Warren (Mich.) Consolidated Schools' kit of recruitment materials includes a unique 16-page booklet, *Your Interview Appointment Booklet*. This not only is a record book for students to fill in basic information and dates about contacts with school systems but also offers tips about how to contact and evaluate prospective employers, how to prepare for and take part in an interview, how to visit a school system, how to examine a contract, etc. The back cover shows the location of the Warren system and highlights some of the district's plus features.

Some alteration in the pattern of using printed materials may be forced by changing circumstances. Assistant Superintendent Arch S. Brown, Parma, Ohio, has been producing a recruitment brochure for the past 15 years. A main concern has been to keep the publication simple and uncluttered, yet containing information to indicate something about the size of the school district and its philosophy. "I doubt very much that printed brochures can do very much in terms of recruiting teachers to a school system," said Brown. "However, I do believe that they are an important way of providing pertinent information to the candidates."

Brown also confirms Galloway's fears that some universities cannot handle larger quantities of school system materials on recruiting. "The only printed materials that we have used in the past several years are the brochures that describe our schools and community," reported the Parma recruiter. "We have been somewhat discouraged by placement directors from sending posters inasmuch as they indicate there is a problem locating space in which to display these materials." The Parma recruiting, which involves filling more than 200 positions yearly, takes place on about a dozen major university campuses in the Ohio area. Some are visited several times during the year.

At Michigan State University, there appears to be adequate space for recruitment information. If one poster is received, it is

placed in the lobby of the placement bureau. When additional copies are sent, according to Patrick Scheetz, head of the bureau, an effort is made to send the posters to appropriate departments on the campus. Brochures and other take-away information about a school system or firm are placed in racks at the MSU placement bureau two weeks prior to scheduled interview dates.

The daily campus newspaper, *The State News,* lists campus recruiting dates for a week in advance of the visit. More comprehensive information is distributed earlier in a weekly bulletin which the placement bureau distributes to campus departments and student residence areas. It has a circulation of 3,000 copies.

Recruiters should be aware that university placement services may vary greatly from campus to campus in the way they are organized and the facilities they have available, said Scheetz. This will have some bearing upon the way brochures can be stored, audiovisual materials accommodated, and interviews held.

The Peacocks of School Publications

School system information publications, traditionally, have been low budget affairs. The best are a tribute to what can be created by publications talent with two colors of ink and medium quality paper stock; the worst are atrocious amateur productions which may violate all standards of legibility and good judgment.

Teacher recruitment literature has achieved astonishing heights, budget-wise and quality-wise among school publications. Four-color photos, the finest quality papers and presswork are not at all unusual. The newest Los Angeles poster is in four colors and embossed. The original stimulus for full-color, slick school brochures undoubtedly came from materials sent to the campus by industry recruiters.

School system recruiters who distribute the fancy, colorful folders say they are necessary these days—simply to gain the attention of young people and to make an initial favorable impression. "The more colorful and interesting the materials are, the more reaction we will get," said Portland's Ralph Rands. "The traditional and formal materials just will not 'turn them on.'" Said Port Huron's Sloan: "We feel that the color photographs and brochures are effective to gain the attention of the potential recruit. The information supplied in the brochures is of extreme importance, once the attention of the individual has been gained."

The most conventional use of color photography in teacher recruitment brochures is scenic shots of the area and community where the school system is located. Increasing numbers of the brochures, however, now contain full-color shots of school buildings, classrooms, students, and teachers.

Magnificent scenic views of the San Diego area have long been a fixture of San Diego schools' recruiting materials. "In our experience the one major factor which influences teachers in the selection of a school district involves a knowledge of the community in which they will live," observed Lester Wahrenbrock. "If we are to satisfy this requirement, it is imperative that we prepare some type of informational literature which can be made available to interested applicants."

Like some other systems, San Diego has been able to eliminate some of the cost by borrowing appropriate color plates from local commercial firms and agencies. A larger number of school districts put out a colorful welcome mat very economically by adding to their own modest two-color recruitment brochure a four-color leaflet produced by some other agency. "We feel elaborate, full-color brochures from our school system are unnecessary," said Green Bay's Swanson, "but if we did not supplement our material with a full-color Chamber of Commerce pamphlet we might need to produce more elaborate materials."

Full-color scenery in printed literature does not have the unanimous approval of teacher recruiters. "We are hiring teachers, not skiers," declared one Michigan district recruiter. Said Palmer of Placentia, Cali-

fornia: "Teachers are more interested in what your programs are than hoopla about the community." Assistant Superintendent Boyd Applegarth, Beaverton, Oregon, said: "Our brochures aim at the teacher candidate, not the placement officer or professor."

Robert Morton, Torrance, California, assistant superintendent for personnel, believes that prospective teachers today are primarily job-motivated. "Young people are far too sophisticated to be impressed by the seashore or the mountains," he observed. "They really want to know: (1) how the community supports its schools, (2) the kinds of help the district provides its new teachers, and (3) the freedom they will be given to use their own successful methods."

On the other hand, one major school district switched from a modest two-color folder into full color as a matter of basic recruiting strategy—after seeking the reactions of more than 150 old and new teachers, plus prospective teachers at a variety of colleges and universities.

"They felt overwhelmingly that selling the city was more valuable than selling the school system, and they felt color pictures would make a more attractive piece and sell harder," said the brochure designer. "We're the biggest city in a state of small towns. We have to sell city living. That's what we try to stress. We use color shots of the community, teachers, and pupils. We have tried to pick models with whom prospective teachers can identify.

"We try to be cold-blooded about it. Recruiting teachers is a selling job. Soap is sold with the most attractive advertising that an agency can devise. We're not cynical enough to equate signing a contract with selling a box of detergent, but some of the techniques are the same."

Despite the increased emphasis upon quality printed materials, most recruiters and placement officers view the literature as an attention-getter and auxiliary aid. "The literature can lead to an inquiry and a personal interview," said Beverly Hills' Jenkins. "It can reaffirm points made during an interview. It might constitute 25 percent of a recruitment operation. In the final analysis, it is the recruiter who scores. If he does a good job, the candidate will be more inclined to consider the district. If he 'turns off' the candidate and 'leaves him cold,' the district doesn't stand much of a chance."

Beaverton's Applegarth said the brochure cannot provide answers to particular interests of candidates or details about the educational program. "If you have a science candidate, you have to be prepared to give him more information about the science program than candidates in other fields," he said.

"Brochures should tell the tiny details that need not occupy the time of an expensive assistant superintendent," observed Seitzer, of East Orange, New Jersey. "They should tell the 'Peter Rabbit' stuff about a school system—how far it is to town, how many schools, recreation facilities, churches, etc."

Both recruiters and placement officers are generally in agreement that the content emphasis should be on the educational program. "We get questions about recreation and cultural opportunities, but I believe that kids in college are more interested in what kind of school system you have and what professional opportunities exist," said Andrews of Montgomery County, Maryland.

"Brochures which have proved most valuable are those which include information about types of curricula offered, number of teachers employed in the school system and average pupil load, salary schedule, description of physical plant with illustrations, short discourse on district philosophy of education, innovative programs, and fringe benefits," say Fay Arganbright, director, Indiana University Bureau of Educational Placement.

At the University of California, Santa Barbara, teaching candidates seem to be particularly interested in information about living costs, proximity to graduate schools, the cost of renting or buying homes, and new educational programs in the district, according to UCSB's Chalberg.

In fact, the demand for such specifics is so great that Chalberg has developed a one-

page questionnaire for school districts to fill out which is kept on file at the placement office and updated periodically. Specific information sought includes such things as the date and fate of the last school bond issue, approximate monthly rental of an unfurnished three-bedroom house, whether local funds are being used experimentally for program improvement by teachers, particulars about the inservice training program, etc.

One of the major hazards of recruitment publications is that they tend to get out of date easily. Salary schedules, figures on enrollments, numbers of buildings, and other data change from year to year. The low-budget, two-color brochure publishers have the advantage in this respect, because the cost of publishing a revised edition is not as great as for the full-color publications.

Some systems use design devices to keep a booklet timely. Most frequently school systems solve the problem of up-to-date salary schedule information the way it is achieved by the Portland, Oregon, schools—printed separately on a small slip which is tucked in with other information. The Mobile, Alabama, system updates the salary schedule page in a four-color recruiting folder by printing it separately on pressure sensitive paper which is then attached before distribution. At Oshkosh, Wisconsin, the schedule is printed on one half of a card inserted in the binding of the recruitment booklet (like a subscription form tucked into a magazine). The other end is a postal card which the candidate can use to obtain an application.

Showcases in the Market Place

In general, the printed recruitment materials of school systems exceed in quality all other information publications which are produced by school districts. They reflect the competitive atmosphere in which they are used. Even though some recruiters back away from the term "selling" as though it might be a dirty word, they willingly admit that the objective of recruitment literature is to gain attention and interest and to establish a favorable "image" of the school system.

There are some personnel officers who insist upon developing their own materials, but it is obvious that increasing numbers are using the talents of information specialists inside and outside the school system. A few design and copy ideas are bizarre; a few are clever. Most materials tend to be conservative in concept; color, size, design, and illustrations are relied upon to win attention.

Some are unique. "Who Would Want To Teach in the Desert?" is the come-on headline on the cover of the Palm Springs, California, brochure. The Grosse Pointe, Michigan, recruitment portfolio, which has unusual dimensions, includes eight separate small folders, letter, and application. The Tamalpais High School District, Larkspur, California, and the New Orleans, Louisiana, publications feature illustrations of local scenes. An Alice in Wonderland "Through the Looking Glass" theme, with simulated sketches from the book, was used in the 16-page Alpena, Michigan, booklet. "Make a Beeline for Fremont" is the theme of the booklet by the Fremont Unified District, Fremont, California, which makes heavy use of cartoon illustrations and photos.

Very few recruiters have ventured into unorthodox media areas common to other fields of sales promotion. The Berea, Ohio, schools make wide distribution of a "Look Ahead" book mark which urges that teaching opportunities be investigated in that school district. Promising prospects for positions in the East Orange, New Jersey, schools receive a nice-looking pen (orange in color, of course). "The response has been great," said the superintendent.

Show-and-Tell

The idea of using audiovisual materials in teacher recruiting sounds dandy. Although there are hopes for the future, the show-and-tell techniques generally have not been well received. The principal handicap appears to be that the entire current recruiting system is stacked against the successful use of these aids.

Although universities may promote the

use of audiovisual techniques in the curriculum, those who design campus placement offices would seem to be opposed to the whole idea. Many recruiters who have used slides, filmstrips, and motion pictures for this purpose have abandoned them because so few placement offices have proper facilities. Some recruiters have discovered that the scarcest item in a placement office interview area is an electrical outlet.

"I generally persuade recruiters not to use audiovisuals if at all possible," reported Galloway, of Bowling Green State University. "We haven't used audiovisuals in recent years," said Evelyn Bales, University of Tennessee. "At one time people had group meetings and used some form of movie or slides, but now it is impossible to have group meetings. All are individual interviews."

Some attempts at audiovisual presentations fail simply because many efforts are amateurish and are shown to a generation of youngsters who have grown up under the constantly improved technical standards of motion pictures and television. "A few recruiters are using visual materials," said Regier, of the University of Kansas. "These can tell the story quickly and effectively if they are well done."

"Audiovisuals are cumbersome, unreliable, and often of inferior quality," said Kingsley Sears, assistant superintendent for personnel, Warren, Michigan. "If they were truly portable and of excellent quality, they would assist greatly."

Long-range recruiters who travel by air do not like to wrestle the equipment. "We had a slide projector which was hard to transport and difficult to get into the hands of applicants," recalled Rands of Portland. "We discontinued its use about nine years ago. I see few audiovisual aids on the road these days—only the beautifully done color pictures such as those used by the San Diego schools. San Diego's Wahrenbrock confirms that it is much simpler to show color prints and pictorial brochures. "We have experimented with slides, motion pictures, etc., but have abandoned them in favor of the printed materials," he said.

When used as part of the interview itself, the audiovisual aid may be an intruder. "A-V presentations too often mean that the interviewer has to talk too much unless he is quite skilled and uses the media to motivate the interviewee to ask questions," explained Indiana University's Fay Arganbright. "It is time-consuming and, when one considers that most interviews last only 20 to 30 minutes, conferral time may be cut too low."

"Audiovisuals are time-wasters," said East Orange's Seitzer. "I want to spend that time telling them about what we can and will do for them in response to their questions."

The big future for audiovisuals in recruiting is likely to be imaginative accommodation to the many restrictions which have been imposed. The Green Bay, Wisconsin, schools used to employ slides but dropped the idea because it became too difficult to arrange group showings and to work them into interviews. Slides are going to be revived, said Assistant Superintendent Reynold Swanson, but this time Green Bay will provide individual viewers for candidates to use while awaiting interviews. Group showings will take place on Saturdays at the Green Bay schools administrative offices.

"I think slides and photo albums are practical and work well," observed Beverly Hills' William Jenkins. "They work particularly well for a small district for real identification." The Fairfax County, Virginia, schools used a slide presentation last year and may get further into nonprint media. Color photo albums and filmstrips have been used by the Placentia, California, schools. The big limitation on future development and use of audiovisuals, according to the recruiters, is inadequate campus placement office facilities.

Recruiters who are thinking of new kinds of audiovisuals talk about the possibilities of a continuous presentation which candidates can look at while awaiting an interview, although some say even this kind of area is not always available.

The innovation which the Newark Spe-

cial School District, Newark, Delaware, has been readying for 1969 recruitment trips over a six-state area may typify what is just ahead in audiovisuals for teacher recruiting. It is an 8mm sound motion picture used with a compact portable, lightweight projector containing its own screen. The film, mounted in a cartridge, is slipped into the machine. It can be set to run continuously. A darkened room is not essential. The main essential is an electric outlet.

"It is still too early to report definitively, but we obviously feel it has sufficient potential or we'd not have gone to the trouble or expense," said Thomas Calhoun, personnel director. The film, in eight- and 13-minute versions, was produced by Philip A. Toman, director of information services for the school district.

The Newark recruiters have been long-time users of the audiovisual approach. A desire to have some kind of attention-getter in placement office waiting rooms led to the development originally of a slide presentation which could be set to operate automatically. This was so satisfactory that it went through three revisions.

Other school systems, however, began to show up with slide projectors. This caused Newark to hunt for something more original. Toman, fortunately, is skilled in the motion picture medium. He did the scriptwriting, filming, and editing.

The short film version is used mostly when the projector is operating automatically in waiting rooms. When the recruiter is able to use the film as part of the interview session, he has the option of using either the short or longer form.

Paid Advertising in Recruiting

Paid advertising to employ teachers is something about which many recruiters still have serious reservations. There is the slight suggestion that it might be an "unprofessional" approach. One metropolitan school district personnel chief said paid advertising had been used with good results for non-teaching employees but the district had not attempted it in the recruitment of teachers.

Some recruiters associate advertising with the seeking out of teachers already employed by other districts. "Since we are not interested in 'pirating' experienced teachers from other districts, we have engaged in no advertising program," one explained.

Advertising, nevertheless, is on the increase in teacher recruitment. Newspaper advertising for decades has been a favorite medium for recruiters of industrial engineering and technical personnel. Business and industry campus recruiters also have been long-time buyers of campus newspaper advertising space to announce the interview schedules of representatives. This precedent has led public school teacher recruiters to try paid advertising. In some instances, school board members have urged it; in others, it has been the outcome of steadily intensified efforts in teacher recruiting.

Cleveland's Darian Smith is one of the long-time users of advertising. "We pioneered in advertising in newspapers," he said, "announcing that the recruiter would be in 'X' city on a certain date. We did this in many large cities and it has been effective. We also advertise in college newspapers and, to a limited extent, in other publications."

The Fairfax County, Virginia, schools also report satisfactory use of publication advertising. "We have tried a variety of approaches, including display-type newspaper advertising and through professional journals," reported Mrs. McBride.

Many recruiters, however, are not certain about the actual value of newspaper advertising for the recruitment of teachers. "It is hard to evaluate results," admits Smith. This probably is due to the fact that the advertising plays a supportive role to the recruiter and is not designed to produce results on its own.

Kingsley Sears, of Warren, Michigan, believes that there has been a limited response from the use of general newspaper advertising, campus newspapers, and radio.

"We've been pleased with advertising results in campus newspapers before our visits," said Montgomery County's Edward

Andrews. "This seems to be our most productive use of advertising. In general, other newspaper or magazine advertising has not seemed to be productive."

Some campus newspapers get lots of recruiter advertising. The Bowling Green State University *News* on Tuesday contains a special weekly recruiting news section which includes interview schedules of recruiters, career features and interviews, and recruiting advertising. This advertising produced more than $2,000 in revenue for the student newspaper last year.

By far the largest and most acceptable medium for teacher recruitment advertising is a fairly new publication produced yearly by the ASCUS Communications and Service Center, Inc., an operation of the Association for School, College, and University Staffing.

The ASCUS Annual, published in October, has a press run of 150,000 copies. Teacher candidates registered with placement bureaus of institutions holding membership in ASCUS (they account for about 75 percent of the new public school teachers produced in the United States each year) are presented with copies. Most of the content of the *Annual* consists of advertisements by school districts. More than 200 school systems buy about 130 pages of advertising in the book. The smallest advertisement size is one quarter of a page ($300). A full page costs $800.

Recruiters generally appear to be happy about the *ASCUS Annual* advertising. Prospective teachers viewing the advertisements can get some initial impression about a school system and write for information if they are at all interested. These inquiries provide the recruiter with leads for campus visits and interviews to be scheduled.

"We have good results from the ASCUS book as well as ads in the college papers telling of upcoming interviews," said Palmer of Placentia, California. Seitzer, of East Orange, was enthusiastic: "Our ASCUS experience means that it has cost us about $25 per person," he reported. "That's good. We don't advertise anywhere else."

"Fair to good response from the *ASCUS Annual,*" said Carroll L. Lang, personnel director of the Simi, California, schools, which must hire more than 325 additional teachers yearly.

"We have taken a quarter of a page in the last two annuals," said Parma's Brown. "I would say that our response has been quite limited, and I doubt very much that in these two years we have actually secured a teacher through this advertising."

On the Road

In many ways, Parma's Arch Brown is a lucky guy. Even though his district's suburban sprawl results in the addition of hundreds of new students each year and teacher turnover is about the equivalent of Ohio's average (12 percent), his recruiting problems in comparison with those in other districts are not so severe.

Brown's fortunate break is that Parma is located near 33 Ohio colleges and universities which train teachers. He has found "over the past several years a diminishing interest in Parma among students on out-of-state campuses," and now takes home-grown Buckeyes in large numbers, which has considerably reduced the mileage on Brown's travel vouchers.

After forced cancellation of some out-of-state college visits a few times, Brown said, "We have generally restricted our campus recruiting to Ohio." And not all Ohio colleges are on his itinerary, either. "Parma is represented on about 13 campuses during the season, and in some instances, particularly at the large universities, we will make three or four visits, trying to be on campus during each of the semesters or quarters during the school year," he said.

Others, of course, are not so fortunate. By jet and car, many school district recruiters range thousands of miles, especially to seek the teacher in short supply. Forty-five or 50 campuses seem to be the number most often mentioned by recruiters, and how many states this encompasses is largely determined by the location of the school district in relation to the college concentration.

The typical recruiter is on the road about four months—January to April, although some districts like Green Bay begin in November. To some extent the number of quarter-system colleges on the route helps to determine the starting time.

According to many recruiters, getting to the campus first with the most doesn't always pan out when teachers are the quarry. Ferguson-Florissant's Koch reports that one recent drive started in January, "but it was not better, rather a little too early."

Most school districts use two- or three-man teams, especially for visits to the larger campuses. Some rely heavily on nonpersonnel department staff members, although the reaction to this practice varies widely among districts. One typical philosophy is voiced by San Diego's Wahrenbrock, who said that his district has "found that the use of school principals and other personnel for interviews can result in much misinformation with respect to certification requirements and other employment procedures."

Much of the reluctance to use building administrators as part of a team seems to stem from the lack of training and practice principals have in the recruiting game. Portland's Rands said that the "rare" use of principals has come about because a "recruiter should have about 30 days of orientation in our office before going on the road" in all aspects of the school district.

Among the school systems which have used principals extensively, Birmingham reports mostly good results. Nagley said: "The problem is that these people have to have ex-

perience in order to develop skills in interviewing."

Apparently atrophy of skills also can set in with part-time recruiters. Denver's Stetzler said one of the problems with principals as recruiters is their need to be "used consistently."

Districts which have made principals an integral part of the recruiting process seem to feel also that there are psychological advantages to the technique. Port Huron's Sloan said that not only are good teachers hired as a result but also "it is extremely good for the morale of the building administrator personally."

At Bellingham, Washington, Green said succinctly: "They (the principals) know they may well have to live with their selections."

Outside of the occasional administrator who performs a recruiting stint part time, school districts seem to be wary of teachers in a recruiting role. Those who have tried it also report mixed results.

At Cleveland, for example, Smith said that "successful and enthusiastic young teachers have been helpful in recruiting." On the other hand, East Orange's Seitzer said "at times" teachers have been used on recruitment swings, "especially a very happy one from a choice school in a highly skilled area." The drawback he found, however, is that "we've never been able to keep one teacher from becoming jealous of another."

A few other districts use teachers in indirect recruiting. At Newark (Del.) Public Schools, for instance, Tom Calhoun uses "new graduates for a return to their alma mater" in an early "softening up" foray. "This is a missionary endeavor, not to replace the interview visit," he said. (Denver sends minority group administrators to talk before campus organizations before the system's recruiters arrive to recruit minority group teachers.)

Some school systems use teachers for local interviews following a campus contact. Seitzer reported that during a one-day trip to East Orange, candidates have a chance to meet a wide range of teachers already employed in the district. "I believe kids want to meet the kind of colleague that they are going to work with," he said.

Headaches and Gripes

Recruiter-placement office relations do have some abrasive qualities. Amid gnashing of teeth and veiled accusations, these points of view emerge: In the view of the school districts, some placement offices are clothes-closet operations with little appreciation and understanding of school system problems and operations. From their angle, the college people view a good many public school recruiters to be nice guys but unbelievably naive and ineffective when compared with their competition in business and industry.

A vast majority of school system recruiters, for their part, cite the "biggest headache" on campus as being the candidate interviewing schedule. It is either too crowded, filled with applicants the school district does not need, or the quarters are cramped, etc. "Not one campus in five has satisfactory places and conditions for interviewing," according to Applegarth of Beaverton, Oregon. "In addition," he said, "placement officials are not knowledgeable about local school districts, even in a general sense."

Foul-ups in interview scheduling are a sore point with school district recruiters. Green Bay's Swanson says there is no easy solution to the biggest placement office problem: too many students. He remarked: "Students are supposed to sign up for interviews prior to our visit so we know how much staff and time to allocate. However, when students know you're there, many who did not sign up swarm in and we don't have time to talk to them as we'd like. For example, once we expected 15 applicants, we were later notified to expect 30, and we wound up with 55."

Sears, of Warren, Michigan, tells about having scheduled a full day of interviews at one campus and "six or fewer candidates showed up." As a possible solution, Sears suggested that "backup plans" for recruiters

may be necessary by placement offices such as meeting with department heads, visiting other schools, etc.

One problem which universally seems to plague public school recruiters is the tragic surplus of unneeded teachers in some subject-matter areas. Portland's Rands stated flatly that "we see too many social studies and physical education candidates."

He continued: "We have attempted to have persons we will not need excluded from interview schedules. This works on some campuses, but some placement officials will not restrict who can sign up for interviews."

Added to the problem of the unwanted candidates is another administrative headache caused by the lack of time between recruiting teachers and the cut-off for teacher resignations locally.

State and local regulations also pose some booby traps. One of the biggest problems, Birmingham's Nagley reported, is "interviewing candidates who cannot qualify for a Michigan teaching certificate." A frequently encountered roadblock in out-of-state recruiting is state statutes requiring courses in the history and government of the state prior to the issuance of a teaching certificate.

The best solution to this kind of situation, in Nagley's opinion, is to "work toward a country-wide certification code."

In the final analysis, however, campus recuitment roulette is for many school districts a time-consuming process that may not be fully justified by the cost in staff time. Some doubts are expressed by Carroll Lang, of Simi, California: "We talk to too many people for the number employed."

"Let's face it," he said, "all of us are looking for the top 20 percent of the applicants, and the demand is much larger than the supply."

The dearth of top-quality applicants is especially noticeable among minority groups, most recruiters have found. "It is a critical problem," said Forrest E. Orebaugh, who directs recruitment for the Cincinnati, Ohio, schools. "Each year the number of applicants decreases" even though the Ohio River city actively recruits at predominately Negro colleges in nine Southern states.

To help tell the Cincinnati story, the district uses one Negro teacher as a member of each recruiting team, he said. This is to overcome "hesitation" on the part of Southern Negroes "to come into a large city because they are afraid of the difficulties of the assignments."

"It is up to us," he said, "to assure them that there are opportunities for all types of assignments within our system."

The heightened apprehension on the part of black candidates toward the urban district has come about in the last few years, Orebaugh believes, because of a basic change in the type of Negro teacher applicant.

"More middle-class Negroes are moving into teaching and the ghetto is as foreign to them as it is to a member of the white middle class," he said. "As a result, they may be more comfortable in the middle-class kind of school. It may be predominately Negro in makeup, but middle class nonetheless," he said. By contrast, as recently as "five years ago we interviewed more Negro candidates with a preference for disadvantaged schools," he said.

Orebaugh believes that the number of minority group candidates has dropped off lately because of the increased range of opportunity open to Negroes. "At one time, Negroes were urged to the ministry, medicine, dentistry, and education," he said, but now many new types of jobs are available in business and industry.

And the commercial world is not the only competition that school systems face, he said. "Many of the top candidates, Negroes with superior aptitudes, are being actively recruited by graduate schools."

Although increased pressure for top Negroes is part of the employment scene nationwide, college placement officials by and large do not believe that there is much competition otherwise for education graduates.

"This is a myth," Bowling Green's Galloway stated flatly. "School personnel (teachers and administrators) are not seeking business positions as is constantly stated

as one of the reasons for the shortage of teachers."

He continued: "I would guess that fewer than 5 percent of those training to be teachers enter the business world."

The same situation exists at UCSB where Chalberg reports that 1,047 candidates registered for placement in 1967-68 and "only 47 accepted employment outside of the field of education."

Seconds MSU's Scheetz: "The strongest bid for education credentials by nonschool recruiters is probably in the areas of industrial arts and marriage."

The Campus View

After the school district recruiter shows up on campus and finds his interview schedule too full (or almost empty) and no outlets for his audiovisual presentation, he may well end up a quivering bundle of frustration.

But even when the physical arrangements work out well, Galloway believes that many school district recruiters blow good chances because of ineptitude or the wrong approach to the students.

Often, he said, the recruiter emphasizes the wrong thing. "Location is the number one factor in teacher recruitment," he states baldly. "Salary is ranked fourth or fifth, and in this regard recruiters are trying to sell salary rather than location, school personality, teaching load, reputation, and good recruiting practices."

He continued: "Most salary schedules fall into a competitive range, and new teachers are not concerned about the upper levels of the schedule."

College students today are also becoming more sophisticated, many college placement officials report, and are highly critical of recruiters. "Students are more and more selective in signing up for interviews and when they do are highly evaluative of the interviewer and his knowledge of his school system," according to Indiana University's Fay Arganbright. "If the interviewer is ineffective, the school system he represents suffers."

Much of the same attitude is evident among Jayhawk students, Herold Regier, University of Kansas, reports. "A survey of our students indicated that they became less interested in the district as the interview progressed." Of the sample, "nearly half" said that the recruiter was "overconfident," and "instead of selling his district the recruiter created unfavorable impressions."

Who does a good recruiting job and why, at least in the opinion of students, is not a matter of guesswork at Bowling Green where, since 1962, awards have been handed out to outstanding campus recruiters. According to Galloway, students fill out a recruiter evaluation form following each interview. They rate "personal and interactive effectiveness, communications, and general comments about the recruiter." Students register all reactions, according to Galloway, "good, bad, and indifferent." From these forms, the recruiter of the year is chosen.

Some of the best recruiters, according to Miss Arganbright, "show genuine interest in the student and are honest about the opportunities which may exist for the registrant. They conduct the interview without being too directive, give good directions about follow-up, and use no high pressure salesmanship or tactics."

School district recruiters may also have to eliminate some personal prejudices when dealing with university students, in the opinion of UCSB's Chalberg. "Recruiters had better prepare themselves for a change in the makeup of the teaching candidate. Public school recruiters who have frowned on beards, longish hair, and the like are going to see more and more of them, and in California particularly the recruiter will have to watch his step so that he won't become embroiled in charges of discrimination under California's Fair Employment Practices Act."

School systems with reputations for a segregated faculty or student body are also in for a hard time on campus, from more than one standpoint. Many placement officials cite heightened student interest in the school district's stand on racial attitudes, academic freedom, and integration. In the

border state of Tennessee, for example, Miss Bales reports that UT students are "shocked when they find themselves assigned to an all-Negro school." Even though the students may not personally be opposed to integration, she said, "they should be warned about these unusual situations."

Lack of racial balance in a school district may also catch the attention focus of campus agitators, who, Chalberg believes, may "start zeroing in on school districts that do not have a fair percentage of minority groups represented on their faculties."

"Recruiters from Dow Chemical and the military services will undoubtedly be glad to share the heat," he added.

The upsurge in campus recruiting has multiplied many of the headaches of the already hard-pressed placement office. "Most placement bureaus are short of staff, facilities, and budget," according to Galloway, and "financing of the service is sometimes a big obstacle." Many of the placement bureau's problems are unkown to school administrators, Galloway admits. Among them:

- There are fantastic numbers of requests for candidate credentials to be forwarded "immediately." Two weeks would be helpful.
- Some seek recruiting dates on a few hours' notice when they should be made at least six to nine months in advance.
- Teacher vacancy notices pour in by the thousands which are "dittoed, mimeographed," in letters, and on cards. All must be processed.
- Recruiting literature arrives in many sizes and shapes.
- School districts often fail to notify colleges of graduates hired.

Teacher recruitment is "dynamic," and recruiters and placement officials must be flexible, Galloway said. New approaches are going to be required at both ends of the job picture to accommodate not only the new requirements of the schools but also the new qualifications of the teachers they employ.

As a partial answer to one of the most common complaints (scheduling), Galloway cites a new program which has been very successful in recent years at Bowling Green—the evening interview. In 1967-68, he said, 1,436 students utilized the 221 evening interviews, a whopping 68 percent increase over the preceding year.

"There is no question of the value of the evening interview for the student and the employer," he said. "The tremendous increase in evening interviewing shows definitely that students and employers alike are pleased with the opportunity provided and are more than willing to arrange their schedules accordingly."

In addition to the evening meeting, the Fairfax schools used a centralized location to interview college students in the Boston area. With its high concentration of 25 colleges, a downtown hotel seemed to be a good idea to accommodate students who were unable to make the normal campus schedule. According to Mrs. McBride, it paid off. The yield was 12 new teachers for the school system.

Another valuable new technique used by a few school systems is the campus mass meeting. It seemed to work very well for Memphis, Lee Thompson reported. "We conducted a group meeting the evening before the day we had scheduled individual interviews. This way we could tell the entire group about the Memphis story, and the next day in the individual interviews spent more time on specifics."

He continued: "The outcome was good because of the time element and also because some of those who attended the group meeting in the evening interested other prospective candidates in coming in for interviews."

Aside from the constant need for flexibility and new techniques, both placement officials and school administrators seem to agree that closer communication between the two groups is an absolute essential.

"School administrators need to know how the various placement services operate," Scheetz said. "Some are centralized and

some are decentralized (all university employment is handled through one center, or schools and colleges each handle their own). Some have communication with faculty liaison persons. Some have facilities for storing materials, for conducting many interviews, for meeting with large groups of students, and other facilities and services which may affect the personnel recruitment program of school systems."

Almost universally, placement officials are in favor of school district visitations. Said Miami's Ben David: "Some large systems invite placement officers to their city for two to three days. On-the-spot visitations are made to selected schools. The teacher placement people are then able to do a much better job of providing information, upon request, by the candidates."

Perhaps a tightening up of the whole on-the-road recruiting program seems to be in order at both ends, according to Robert D. Chamberlain of Centralia, California. He said school systems need to take a page from industry's recruitment notebook. "Industry has developed a number of techniques to recruit people into that type of work. Schools today need to do the same."

He continued: "The modern (school) administrator must become a salesman, not just a plain salesman but a super salesman, the kind that industry would jump to employ because he shows a great interest in the product he is selling. He is enthusiastic, knowledgeable, and prepared to help a potential candidate from the beginning application to the acquisition of the teaching credential."

Recruiting on Home Grounds

Virtually all school district recruiters, given a choice, would prefer to do their hiring at home, or at least in their own back yards. Logistically, and from the standpoint of cost and personnel, it would be more effective and more efficient.

Of course the hitch is that it is futile for many districts to depend on a local supply for quantity or quality. Most school systems, however, are intensifying the local talent hunt, stepping up any source of potential supply, such as cooperative university training programs, inservice and retraining projects, etc.

Ferguson-Florissant's Koch reports that his system has placed an increased effort in "the area of indirect recruiting, such as working with the various universities in the immediate area by bringing our first-year teachers to them during the year to discuss with seniors the practical aspects of teaching. The increased use of our schools for practice teaching by the universities will continue to serve as excellent staff material for us, and permit us to watch these candidates prior to the interview."

"Individuals who have done outstanding student teaching in the district" receive personal letters inviting them to remain on the staff, according to Bellingham's Green. This personal touch is the "most effective recruiting device" used by the system, he said. The letters go from the assistant superintendent to potential employees who have been identified through inquiry or recommendation.

A nearby supply of student teachers, plus school district cooperation in a college training program, has been unusually profitable for East Whittier schools. According to Woodward, "our needs are 50 percent satisfied by the teacher training and student observation program at Whittier College."

In one recent year, he pointed out, the elementary district needed only 40 new teachers and at the same time had "100 applicants for student observation in connection with a teacher training course. A large percentage can be expected to seek assignment here when they are involved in student teaching," he said.

Large urban districts with problems of recruiting teachers due to the inner-city psychosis have taken some steps to train their own teachers. At Omaha, for example, the school district is setting up a new project, Veterans in Public Service (VIPS), modeled after the Teacher Corps, which is used to prepare Vietnam veterans for a teaching career. According to Omaha's Paul Turnquist, the candidates "get into education first as a teacher aide and then work toward completion of the college requirements and certification."

At the present time, Omaha has a student aide program in which "246 sophomores and juniors in education (at the University of Nebraska at Omaha and Creighton University) spend two hours a week in the classroom and work with regular teachers in grading papers and other nonteaching duties."

In Cleveland, Darian Smith reported that his system is putting a greater emphasis on "homegrown teachers, trained for a specific setting and in a specific area (math, physical science, elementary) for the inner city."

In addition to long-range programs involving training and retraining of teachers, other school districts are making changes in

administrative practice to step up local recruiting. One new wrinkle mentioned by several school systems is a return to Saturday office hours by the personnel department. At Green Bay, Swanson said that the system holds a "series of Saturday meetings in our administrative offices to brief candidates as a group and then let them talk to any of several recruiters we have on hand."

Actually, said Swanson, Green Bay "employs more at home than on the road." Administrators have found, he said, that "teachers are not interested in signing on the campus because they want to see other recruiters and they are also interested in coming to see our system. Many we see twice. The experienced teacher, of course, we see only at home and not on a college campus."

The Numbers Game

In addition to the expenditure of valuable staff time for recruiting, many school systems admit frankly that the ratio of teachers interviewed to those hired can be twice as high on the road as at home. Portland's Rands, for instance, said that in one recent year 1,583 candidates were interviewed at home, resulting in 529 teachers hired, or a three-to-one ratio. On the road, however, the recuiting team interviews 583 candidates with only 69 new employees as a result, or a ratio of eight to one.

How extensively a school district conducts interviews for each teacher employed seems to depend on a number of variables—recruiting philosophy, numbers of teachers needed, geographical location in relation to supply, desirability of the school district, etc.

Highest number of interviews per teacher hired among the school districts interviewed was reported by Beverly Hills, which looked at 20 candidates for each teacher employed. Jenkins admits, however, that it is an "atypical district" whose major recruiting effort is toward the experienced teacher.

In a more typical school system, Placentia, California, the district's recruiters still interview about 11 candidates for each teacher selected, according to Charles Palmer. However, the number of on-the-road interviews is being expanded so that the interview-hire ratio will reach 15 to 1. This is necessary, Palmer said, largely because "colleges don't screen carefully, and persons are interviewed who aren't qualified." He hoped to offset some of the campus problems, he added, by previewing "some of the students on their home ground in the classroom on campuses prior to the actual interview. I hope that I can arrange to be invited to provide guest lectures in some of the schools I'll visit."

Parma's partial solution to the numbers game, according to Brown, is to "screen candidates through application forms and through references and credentials, and only those people that we reasonably expect will meet our qualifications are scheduled for interviews." At present, he said, the ratio is about two to one, although he admits that "if time permitted, we would be able to interview on the basis of a three-to-one ratio."

A basic change in the style and type of recruiting in the future is anticipated by Birmingham, Michigan, even though, Nagley said, the school district still expects to hire four teachers through local interviews for every one hired on the road. "We will have less recruitment in the future," he stated frankly. The concentration will be on "selected areas where we can attract candidates rather than a number of trips throughout the country." More time is needed in the office, he said, to conduct local interviews, process applications, and write contracts. "Too much of this is neglected if you are extensively involved in recruitment trips," he said.

The importance of being on hand for local interviews is more critical in Birmingham, Nagley said, because "many experienced teachers transfer to the area as a result of their husband's job assignment or just to make a change."

Teachers locating in the district also form a very important supply source for Parma schools, Brown said. "We continually have teachers moving into the district who

have lived and trained in various parts of the country." This eases a potential problem of too many teachers coming from the same metropolitan area or the same state university, he added.

The numbers involved in the school district's recruitment program are "generally a meaningless statistic," according to San Diego's Wahrenbrock. "We may interview a very large number of applicants in subject areas of great need. The relationship, therefore, of 'interviews' to 'hires' ordinarily has no significance."

Perhaps one reason for the frustration evident among many school district recruiters over the campus interview can be explained by the concern over the reactions of students to the job of teaching itself.

Many recruiters complain that students are not taking job commitments seriously enough these days and are showing what Green Bay's Swanson calls "a weakening of ethics." He continued: "We are seeing more now of a verbal commitment to sign a contract and then rejection of the contract when it is offered or we find candidates signing a contract and then resigning a month later."

News reports about high school student disruptiveness and mimicry of college campus behavior now crop up in interviews. School personnel men report considerable concern by teaching candidates. Wahrenbrock believes that "in any large city school system, more and more inquiries from applicants are being received regarding student discipline, ghetto assignments, and related matters. We have also noted that many Midwestern and Eastern applicants, especially those who have had experience, are raising questions with respect to teaching contracts. This would appear to be a natural result of the increase of collective bargaining agreements in some Midwestern and Eastern states."

In the East, however, the major problem among students, according to Montgomery County's Andrews, is selective service. "Some applicants have been inquiring about negotiations activity and strikes, but the draft seems to be the major concern," he said. "As a long-standing practice, we write draft boards when requested, to let them know that we believe the applicant is performing a vital service in his teaching responsibility."

In Michigan, where considerable teacher unrest has followed a 1966 statewide collective bargaining bill, both Port Huron and Birmingham school personnel departments noted a large number of inquiries about negotiations, especially from out-of-state candidates.

"It (collective bargaining) seems to be fairly well understood by candidates who graduated from our own state," Port Huron's Sloan said. And, according to Nagley, "most teachers making the inquiry are curious and have little understanding of the effect of negotiations upon the profession."

The knowledge gap between campus and the "real world" has also been very evident to Parma's Arch Brown. He observed: "It seems that the kinds of questions prospective teachers raise relate to whatever problems are in the public eye at the time."

Continued Brown: "For example, when riots were occurring in the inner city we had some questions regarding the kind of students and population we had. Whenever teacher strikes are publicized we are asked about the relationship of our teachers to the American Federation of Teachers and the National Education Association.

"It would seem to me, however, that most of the graduating education seniors are quite unaware of what is occurring in the professional organizations throughout the country. They seem to be unaware of the growing militancy on the part of teachers, the conflict between the AFT and NEA, and the general expansion of negotiation agreements."

Most recruiters agree that students are concerned about integration and the socio-economic makeup of the community. At East Orange, Superintendent Seitzer reported that "the militant black is a concern to the beginner." He added: "The average kid wants to go where 'peace and tranquility' isn't the exception."

What Does Recruiting Cost?

One aspect of teacher recruiting about which little is said or reported is the cost. Tremendous amounts of money quite obviously are being invested for this purpose by school districts in professional salaries, secretarial and clerical costs, general overhead, travel, and printing.

Some personnel directors are quite tight-lipped about recruitment costs and are evasive about inquiries. Others consent to talk only about costs of materials or travel.

"I think there may be reluctance to talk about costs of teacher recruiting by some public school people simply because it is public employment and there is fear of criticism," said one university placement officer. "But the real reason why most school systems lack information about recruiting costs is that they simply don't have definitive cost information.

"Industry recruiters, on the other hand, talk quite openly about costs. For example, the typical industry cost for recruiting an engineer is about $1,000. I am sure that the cost of recruiting a teacher for some districts, especially those who must recruit at long range, may be $600 to $1,000. They are not likely to concede this and most likely are not even aware of it.

"There isn't any actual recruiting budget for most school districts. They often have to scrounge and improvise, using many sources. A recruiting trip may be combined with other business, like going to a convention or inspecting some new educational program. Recruiting may be only one of several job responsibilities and no one has ever considered just how much of the salary and other overhead should be charged to recruiting."

Edward Andrews, Montgomery County, Maryland, confirms the placement officer's conclusions about accounting difficulties.

"We haven't been able to cost it out, but it is expensive," he said. "Our personnel staff members have a lot of other responsibilities in addition to recruiting, and it's not possible to separate recruiting from their other duties to arrive at a cost estimate."

Reynold Swanson, of Green Bay, Wisconsin, was quite candid: "I wouldn't know how to estimate the price tag with any accuracy, since the greatest cost is that in staff time rather than the small amount ($500 last year) budgeted for expenses of hiring teachers. From February to July, our elementary and secondary directors probably spend half their time in recruiting, and our superintendent, director of special education, and I also spend a considerable amount of time at the task."

In some districts, the recruiting budget may be limited to travel costs. Publications for recruiting may be budgeted under some more general category. At Fairfax County, Virginia, for example, a $5,400 budget for 1967-68 included travel and advertising but not publications or salaries. On this basis the hiring of approximately 500 teachers on recruiting trips was accomplished at $10 each. At Memphis, Tennessee, the recruiting effort includes visiting 60 campuses in 14 states by a staff of 12 in search of about 900 teachers at a stated cost of only $6.84 per teacher hired.

Most school personnel directors are in-

clined to base rough estimates of total costs per teacher at $50 to $100 and up. Although travel costs are limited by the nature of the Parma, Ohio, recruiting program, the overall cost of recruiting a teacher may be about $100, Assistant Superintendent Brown reported.

The San Diego, California, schools do not have comprehensive cost figures but estimate that for 1967-68 the travel and personnel costs amounted to about $140 per teacher employed as the result of direct out-of-state interviews. The Bellingham, Washington, estimate is $325. It is about $200 at Newark, Delaware.

Most recruiters who have made some study of total recruiting costs are in agreement that there has been a doubling of costs during the past five years. Unquestionably costs are headed upward.

Charles Huddleston, Los Angeles, said that the huge school district has expanded its recruiting operation into more campuses in the search for 4,700 new teachers. In 1967-68, 50 Los Angeles staff members visited campuses in 48 states. One of the big Los Angeles recruiting problems has been to schedule recruiting trips which permit holding interviews at several campuses in the same area. When this cannot be arranged, there are added costs caused by additional trips into the area.

The increased competition has built-in cost increases for all recruiters. Placement offices, with limited interview facilities and loaded calendars, are already requesting recruiters to schedule visits earlier (which is usually difficult because full information about jobs to be filled may not be known). Recruiters may have to make additional trips to have the opportunity to interview. It may be that the Bowling Green State University and University of South Florida expansion to arrange night interview hours and other time- and money-stretching techniques may become commonplace.

A Look into the Future

To hard-pressed public school recruiters, the future of the job seems to be expressed in four words: "More of the same." Yet, there is some hope that better administrative practices, both on the campus and at home, plus the advent of broad-based computer services, will mean an improved program.

NEA*SEARCH, for example, is a custom-made, computer-based locator system (not a placement service) for matching teachers with job vacancies. A project of the National Education Association begun in 1967, NEA*SEARCH operates under the administration of the National Commission on Teacher Education and Professional Standards. In its first two years NEA*SEARCH processed over 14,000 teacher applications, matching them against requests for over 40,000 referrals by superintendents. For a modest fee teachers can indicate their preference as to job content, location, and pay, and employers can specify the pay, educational level, ethnic group, and years of experience of applicants they seek to fill specific jobs. Both parties are notified when the computer produces a match.

Osborne Payne, director of NEA*SEARCH, foresees considerable extension of this service in the very near future. He believes this will result in reduced cost and frustration on the part of school systems in locating desirable personnel on the elementary and secondary level. Payne also anticipates that the extended services of NEA*SEARCH will motivate many qualified persons to go into the field of education or return to the field of education, and to remain in the field of education through relocating when this becomes desirable.

"The computer is going to be as much a part of the placement operation 10 years from now as your typewriter or your Xerox is today," UCSB's E. L. Chalberg, a past president of ASCUS, the school-campus staffing association, told a group of college officials not long ago. "Requests for nominations for a specific superintendency will be whisked into the computer in the twinkling of an eye, and just as quickly you'll have the computer's prescreened nominations appearing before you on a video screen. No more leafing through registration cards to come up with candidates who have the qualifications, because the computer not only will compare candidates with the qualifications desired but also will come up with weighted scores for each of the candidates to give you a relative ranking as far as a prescreening is concerned."

For school district recruiters, Chalberg painted this picture: "From the university computer, the school district will receive electronically reproduced candidate credentials. When the director of personnel spots a set of papers that interest him, he contacts the university to set up an interview. The placement office is now equipped with phonovision and he is able to see Susie Smith as he talks to her on the telephone. It isn't necessary to make the trip to College X to interview Susie; he can do it in the comfort of his office."

If the candidate handles herself well in the interview, and is interested in knowing more about the district, she can go to the audio-visual section of the placement library where there is a videotape about the district, predicted Chalberg. "The videotape will take her

on a tour of the district, and she'll have an opportunity to hear teachers tell her what they like about the district, as well as to see the schools, the homes, etc.," he said.

While phonovision and videotape and TV are aiding in the recruiting process, Chalberg also predicts that the *ASCUS Annual* will be computerized geographically and school districts can "canvass the whole country for prospects with a single vacancy communication, a teletype message that will insure them of instant coverage of virtually every placement office in the country. From the Index of Academic Vacancies, candidates will get a complete listing of every reported teacher job available.

"The computer, in addition to prescreening vacancies, also will be able to take care of notifying candidates, except probably for the stuffing of the notice into an envelope, and we may even solve that problem shortly."

Chalberg predicted that the "biggest development" of the electronic boom will be making research materials available to placement officials. Of paramount importance will be the availability of supply and demand in any field at the moment. "Ponder for a moment the counseling advantages of the system," he said. "Right at your fingertips, you'll have information that has had to be obtained by an ear-to-the-ground method in the past."

Some of Chalberg's predictions do not seem to be too far away. He has already set up a pilot study for the Santa Barbara campus which has involved feeding into a computer data on all of UCSB education candidates, plus many alumni. Information available to recruiters is definitive about such aspects as a candidate's degree of interest in locating in various sections of the country.

Next step in the California plan will be to put into the information bank data about all the education candidates at all University of California campuses, more than 10,000 plus alumni. The information will be instantly available at any UC campus.

Until the general availability of electronic wizardry, however, the success or failure of a teacher recruiting program will still rest on that most uncertain of all variables: the human recruiter. "Successful recruiting is still based upon how comfortable the applicant feels at the first interview and how much he feels the interviewer cares about him," according to East Orange's Seitzer.

"Even more important than recruiting the right teacher," Port Huron's Sloan said, "is the job of retaining the right teacher for the school system. Often we recruit potentially outstanding people only to lose them in a short period of time to another district or community. If we spent an appropriate amount of time, effort, and money on this problem we could no doubt reduce the recruiting problem considerably."